

Northcote Intermediate School

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

Ministry Number:	1394
Principal:	Phil Muir
School Address:	145-147 Lake Road, Northcote
School Postal Address:	PO Box 36049, North Shore City, 0748
School Phone:	09 481 1400
School Email:	philm@ni.school.nz
Accountant / Service Provider:	School Finance Hub

Northcote Intermediate School

Members of the Board of Trustees

For the year ended 31 December 2025

Name	Position	How position Gained	Term Expired/Expires
Damian Lawrence	Parent Trustee/Presiding Member	Re-Elected	Sept-28
Phil Muir	Principal		
Kenny Thein	Parent Trustee	Elected	Sept-28
Jenny Turner	Parent Trustee	Elected	Sept-28
Rodney Yeoman	Parent Trustee	Elected	Sept-28
Scott Lemon	Staff Trustee	Elected	Sept-28
William Puliueva	Parent Trustee	Elected	Sept-28
Katrina King	Parent Trustee	Elected	Sept-25
Sally Clendon	Parent Trustee	Elected	Sept-25
Rochelle Greer	Parent Trustee	Elected	Sept-25
Zane Cooper	Staff Trustee	Elected	Sept-25
Dris Adradi	Parent Trustee	Co-opted Trustee	Sept-25
Sarah Goforth	Parent Trustee	Co-opted Trustee	Sept-25

Northcote Intermediate School

Annual Financial Statements - For the year ended 31 December 2025

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Northcote Intermediate School

Statement of Responsibility

For the year ended 31 December 2025

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2025 fairly reflects the financial position and operations of the School.

The School's 2025 financial statements are authorised for issue by the Board.

Damian Lawrence

Full Name of Presiding Member

Signature of Presiding Member

23 May 2026

Date:

Philip Muir

Full Name of Principal

Signature of Principal

23 May 2026

Date:

Northcote Intermediate School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue				
Government Grants	2	6,887,269	5,380,802	6,301,339
Locally Raised Funds	3	1,062,987	770,300	975,434
Interest		22,155	32,000	44,367
Other Revenue		2,210	-	-
Total Revenue		7,974,621	6,183,102	7,321,140
Expense				
Locally Raised Funds	3	653,678	538,300	621,242
Learning Resources	4	4,631,047	3,466,399	3,955,380
Administration	5	345,630	360,000	361,688
Interest		8,668	4,000	4,033
Property	6	2,294,421	1,813,260	2,379,855
Loss on Disposal of Property, Plant and Equipment		1,031	-	6,227
Total Expense		7,934,475	6,181,959	7,328,425
Net Surplus / (Deficit) for the year		40,146	1,143	(7,285)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		40,146	1,143	(7,285)

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

Northcote Intermediate School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January	939,726	939,726	920,976
Total comprehensive revenue and expense for the year	40,146	1,143	(7,285)
Contribution - Furniture and Equipment Grant	-	-	26,035
Equity at 31 December	979,872	940,869	939,726
Accumulated comprehensive revenue and expense	979,872	940,869	939,726
Equity at 31 December	979,872	940,869	939,726

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Northcote Intermediate School Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	7	377,664	593,438	871,195
Accounts Receivable	8	451,748	313,000	313,475
GST Receivable		10,957	-	-
Prepayments		31,097	50,000	55,227
Investments	9	370,015	350,000	351,846
Funds Receivable for Capital Works Projects	16	63,767	40,000	61,340
		<u>1,305,248</u>	<u>1,346,438</u>	<u>1,653,083</u>
Current Liabilities				
GST Payable		-	10,000	27,492
Accounts Payable	11	464,371	438,000	463,971
Revenue Received in Advance	12	128,282	57,000	62,422
Provision for Cyclical Maintenance	13	34,322	20,343	78,596
Finance Lease Liability	14	28,253	18,060	19,943
Funds held in Trust	15	17,161	-	-
Funds held for Capital Works Projects	16	29,343	200,000	446,758
Funds held on behalf of Northcote Kahui Ako Cluster	17	28,488	20,000	24,844
		<u>730,220</u>	<u>763,403</u>	<u>1,124,026</u>
Working Capital Surplus/(Deficit)		575,028	583,035	529,057
Non-current Assets				
Property, Plant and Equipment	10	485,221	427,157	481,989
		<u>485,221</u>	<u>427,157</u>	<u>481,989</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	49,432	62,423	50,849
Finance Lease Liability	14	30,945	6,900	20,471
		<u>80,377</u>	<u>69,323</u>	<u>71,320</u>
Net Assets		<u>979,872</u>	<u>940,869</u>	<u>939,726</u>
Equity		<u>979,872</u>	<u>940,869</u>	<u>939,726</u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.

Northcote Intermediate School

Statement of Cash Flows

For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash flows from Operating Activities				
Government Grants		1,225,991	1,188,262	1,073,976
Locally Raised Funds		927,733	719,122	930,828
International Students		150,468	45,478	42,087
Goods and Services Tax (net)		(38,449)	(17,492)	47,004
Payments to Employees		(743,041)	(594,124)	(635,742)
Payments to Suppliers		(1,488,695)	(1,308,539)	(1,377,615)
Interest Paid		(8,668)	(4,000)	(4,033)
Interest Received		23,992	33,906	43,857
Net cash from/(to) Operating Activities		49,331	62,613	120,362
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(108,399)	(96,500)	(128,330)
Purchase of Investments		(18,169)	1,846	(20,203)
Net cash from/(to) Investing Activities		(126,568)	(94,654)	(148,533)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	26,035
Finance Lease Payments		(17,257)	(15,454)	(11,043)
Funds Held on Behalf of Kahui Ako		3,644	(4,844)	11,540
Funds Administered on Behalf of Other Parties		(402,681)	(225,418)	453,324
Net cash from/(to) Financing Activities		(416,294)	(245,716)	479,856
Net increase/(decrease) in cash and cash equivalents		(493,531)	(277,757)	451,685
Cash and cash equivalents at the beginning of the year	7	871,195	871,195	419,510
Cash and cash equivalents at the end of the year	7	377,664	593,438	871,195

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.

The above Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.

Northcote Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

Northcote Intermediate School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a School as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2025 to 31 December 2025 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements with reference to generally accepted accounting practice. The financial statements have been prepared with reference to generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The School is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

Northcote Intermediate School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 22.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

The School receives funding from the Ministry of Education. The following are the main types of funding that the School receives:

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met, funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue

Interest revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

d) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

e) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

Northcote Intermediate School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

f) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The School's receivables are largely made up of funding from the Ministry of Education. Therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) Inventories

Inventories are consumable items held for sale and are comprised of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

j) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements (funded by the Board) to buildings owned by the Crown or directly by the Board are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the Statement of Financial Position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the School will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Board Owned Buildings	20 years
Furniture and equipment	5-10 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

Northcote Intermediate School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

k) Impairment of property, plant, and equipment

The School does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on the valuer's approach to determining market value.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

l) Accounts Payable

Accounts payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

m) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date and annual leave earned, by non teaching staff, to but not yet taken at balance date.

n) Revenue Received in Advance

Revenue received in advance relates to fees received from Rarotonga and USA trip, MOE IWS, MOE Learning support and International Students where there are unfulfilled obligations for the School to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to the above revenue received in advance, should the School be unable to provide the services to which they relate.

o) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

p) Funds Held for Capital Works

The School directly receives funding from the Ministry of Education for capital works projects that are included in the School's five year capital works agreement. These funds are held on behalf and for a specified purpose. As such, these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

q) Shared Funds

Shared funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expenses. The School holds sufficient funds to enable the funds to be used for their intended purpose.

Northcote Intermediate School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

r) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the School's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the School's condition.

The School carries out painting maintenance of the whole school over a 7-10 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

s) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The School's financial liabilities comprise accounts payable and finance lease liability. Financial liabilities are initially recognised at fair value and subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in the surplus or deficit.

t) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the Statement of Cash Flows.

Commitments and contingencies are disclosed exclusive of GST.

u) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board.

v) Services Received In-Kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in-kind in the Statement of Comprehensive Revenue and Expense.

Northcote Intermediate School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

2. Government Grants

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Government Grants - Ministry of Education	1,252,431	1,188,500	1,097,298
Teachers' Salaries Grants	3,649,487	2,670,000	3,123,242
Use of Land and Buildings Grants	1,977,896	1,522,302	2,080,799
Other Government Grants	7,455	-	-
	<u>6,887,269</u>	<u>5,380,802</u>	<u>6,301,339</u>

3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Revenue			
Donations and Bequests	134,615	76,000	120,236
Fees for Extra Curricular Activities	256,814	234,300	277,110
Curriculum Related Activities	141,312	80,000	115,042
Fundraising and Community Grants	14,782	10,000	23,986
Overseas Travel	417,942	320,000	379,799
International Student Fees	97,522	50,000	59,261
	<u>1,062,987</u>	<u>770,300</u>	<u>975,434</u>
Expense			
Extra Curricular Activities Costs	207,257	204,300	241,465
Fundraising and Community Grant Costs	6,633	3,000	9,667
Other Locally Raised Funds Expenditure	-	1,000	-
Overseas Travel	417,571	320,000	357,826
International Student - Other Expenses	22,217	10,000	12,284
	<u>653,678</u>	<u>538,300</u>	<u>621,242</u>
<i>Surplus / (Deficit) for the year Locally Raised Funds</i>	<u>409,309</u>	<u>232,000</u>	<u>354,192</u>

Donations include a Lion Foundation Grant of \$60,000 for the purchase of outdoor furniture, table tennis table, sound system, computers and van hire and parent donations \$74,615.

During the year ended December 2025, 31 students and 6 staff members undertook a Humanitarian Aid Leadership programme trip to Rarotonga at a cost of \$129,310 which included visits to a range of schools and organisations to learn about some of the issues that people in Rarotonga are facing. It enabled students to develop an understanding of the Cook Island culture and as such grow students cultural capabilities. Students carried out a number of social actions to support local communities which allowed opportunities to grow empathy and humanitarian views.

During the year a Business, Innovation, Technology Expedition was also undertaken by 29 students and 5 staff to Silicon Valley & Houston USA at a cost of \$288,261 to grow student awareness of career pathways and opportunities. Students connected in with world leading organisations and institutions. This learning experience embodies our goal of making Northcote Intermediate the school of choice for our community.

All tours were funded through locally raised funds

Northcote Intermediate School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

4. Learning Resources

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Curricular	227,890	186,567	198,855
Information and Communication Technology	47,429	43,000	38,658
Employee Benefits - Salaries	4,123,782	3,004,000	3,505,510
Staff Development	67,096	60,000	57,323
Depreciation	148,357	151,332	136,551
Other Learning Resources	16,493	21,500	18,483
	<u>4,631,047</u>	<u>3,466,399</u>	<u>3,955,380</u>

5. Administration

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Audit Fees	12,645	10,000	12,160
Board Fees and Expenses	14,598	14,000	7,569
Operating Leases	1,207	14,000	14,489
Legal Fees	1,420	-	7,327
Other Administration Expenses	83,526	104,500	89,387
Employee Benefits - Salaries	206,849	191,000	206,987
Insurance	13,399	14,500	12,159
Service Providers, Contractors and Consultancy	11,986	12,000	11,610
	<u>345,630</u>	<u>360,000</u>	<u>361,688</u>

6. Property

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Consultancy and Contract Services	79,157	75,000	70,000
Cyclical Maintenance	3,509	31,958	26,304
Heat, Light and Water	45,348	40,000	55,558
Rates	185	-	44
Repairs and Maintenance	60,094	31,500	27,875
Use of Land and Buildings	1,977,896	1,522,302	2,080,799
Employee Benefits - Salaries	68,456	68,000	71,431
Other Property Expenses	59,776	44,500	47,844
	<u>2,294,421</u>	<u>1,813,260</u>	<u>2,379,855</u>

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

Northcote Intermediate School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

7. Cash and Cash Equivalents

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Bank Accounts	377,664	593,438	871,195
Cash and cash equivalents for Statement of Cash Flows	<u>377,664</u>	<u>593,438</u>	<u>871,195</u>

Of the \$377,664 Cash and Cash Equivalents \$186,113 is subject to restrictions for the following reasons:

- \$48,814 of unspent grant funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned. This is included in Revenue in Advance in note 12.
- \$79,468 of international student fees relating to the 2026 school year have been collected by the school. This is included in Revenue in Advance in note 12.
- \$29,343 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the School's buildings. See note 16.
- \$28,488 is held by the School on behalf of the Northcote Kahui Ako cluster. See note 17 for details of the revenue and expenditure of the cluster.

8. Accounts Receivable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Receivables	42,129	6,000	5,722
Receivables from the Ministry of Education	44,926	3,000	2,762
Interest Receivable	4,069	4,000	5,906
Teacher Salaries Grant Receivable	360,624	300,000	299,085
	<u>451,748</u>	<u>313,000</u>	<u>313,475</u>
Receivables from Exchange Transactions	46,198	10,000	11,628
Receivables from Non-Exchange Transactions	405,550	303,000	301,847
	<u>451,748</u>	<u>313,000</u>	<u>313,475</u>

9. Investments

The School's investment activities are classified as follows:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	370,015	350,000	351,846
Total Investments	<u>370,015</u>	<u>350,000</u>	<u>351,846</u>

Northcote Intermediate School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Buildings	67,260	-	-	-	(21,088)	46,172
Furniture and Equipment	287,377	51,880	-	-	(66,417)	272,840
Information and Communication Technology	78,527	54,549	(366)	-	(32,440)	100,270
Leased Assets	36,169	44,220	-	-	(26,830)	53,559
Library Resources	12,656	1,971	(665)	-	(1,582)	12,380
	481,989	152,620	(1,031)	-	(148,357)	485,221

The net carrying value of furniture and equipment held under a finance lease is \$36,912 (2024: \$36,169)

The net carrying value of motor vehicles held under a finance lease is \$16,647 (2024: nil)

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2025 Cost or Valuation	2025 Accumulated Depreciation	2025 Net Book Value	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	437,741	(391,569)	46,172	437,741	(370,481)	67,260
Furniture and Equipment	932,401	(659,561)	272,840	880,522	(593,145)	287,377
Information and Communication Technology	246,773	(146,503)	100,270	208,836	(130,309)	78,527
Leased Assets	127,680	(74,121)	53,559	83,459	(47,290)	36,169
Library Resources	22,633	(10,253)	12,380	25,372	(12,716)	12,656
	1,767,228	(1,282,007)	485,221	1,635,930	(1,153,941)	481,989

11. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Creditors	40,802	75,000	93,842
Accruals	18,262	26,000	32,920
Employee Entitlements - Salaries	371,634	310,000	309,940
Employee Entitlements - Leave Accrual	33,673	27,000	27,269
	464,371	438,000	463,971
Payables for Exchange Transactions	464,371	438,000	463,971
	464,371	438,000	463,971

The carrying value of payables approximates their fair value.

Northcote Intermediate School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

12. Revenue Received in Advance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	16,449	-	-
International Student Fees in Advance	79,468	22,000	26,522
Other revenue in Advance	32,365	35,000	35,900
	<u>128,282</u>	<u>57,000</u>	<u>62,422</u>

13. Provision for Cyclical Maintenance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Provision at the Start of the Year	129,445	50,849	176,037
Increase/(decrease) to the Provision During the Year	3,509	31,917	26,304
Use of the Provision During the Year	(49,200)	-	(72,896)
Provision at the End of the Year	<u>83,754</u>	<u>82,766</u>	<u>129,445</u>
Cyclical Maintenance - Current	34,322	20,343	78,596
Cyclical Maintenance - Non current	49,432	62,423	50,849
	<u>83,754</u>	<u>82,766</u>	<u>129,445</u>

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's 10 Year Property Plan

14. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers, other ICT equipment, photocopiers and a van.

Minimum lease payments payable:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
No Later than One Year	34,793	21,060	22,543
Later than One Year	34,800	7,900	21,871
Future Finance Charges	(10,395)	(4,000)	(4,000)
	<u>59,198</u>	<u>24,960</u>	<u>40,414</u>
Represented by			
Finance lease liability - Current	28,253	18,060	19,943
Finance lease liability - Non current	30,945	6,900	20,471
	<u>59,198</u>	<u>24,960</u>	<u>40,414</u>

15. Funds held in Trust

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	17,161	-	-
	<u>17,161</u>	<u>-</u>	<u>-</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

Northcote Intermediate School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under Cash and Cash Equivalents in note 7, and includes retentions on the projects, if applicable.

2025	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
	\$	\$	\$	\$	\$
MOE Hall Bowed/Curved Gable Wall Repair 229037	(30,954)	30,954	-	-	-
Block 4 Roof Replacement 229039	18,726	1,253	(19,979)	-	-
MOE SPIDS 11: New Extractor Fan at Woodwork Roo	(9,133)	-	(1,961)	-	(11,094)
MOE SPIDS 1,4,6: CCTV upgrade	(6,430)	-	(536)	-	(6,966)
MOE SPIDS Shade Structure	118,043	-	(159,731)	-	(41,688)
MOE - Blk 4 (Tech) Replace & Install Multi VRV Heating	(14,823)	11,340	-	-	(3,483)
MOE AMS Combined-2: ILE and DQLS Upgrade	309,989	14,738	(310,670)	-	14,057
MOE Site Fence, Barrier Arm & Bollards	-	138,371	(138,371)	-	-
MOE SPIDS 1: Hall Accessible Toilet Refurbishment	-	-	(536)	-	(536)
MOE-1: Composite Acoustic Wall Covering Provn	-	17,397	(2,111)	-	15,286
Totals	385,418	214,053	(633,895)	-	(34,424)

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Receivable from the Ministry of Education

29,343
(63,767)
(34,424)

This contribution was treated as a 'donation' to the Ministry of Education (because it is the owner of the buildings) and has been recognised in the Statement of Changes in Net Assets/Equity.

2024	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
	\$	\$	\$	\$	\$
MOE SIP Waharoa Development	(4,223)	6,405	(3,282)	1,100	-
MOE Hall Bowed/Curved Gable Wall Repair 229037	(7,928)	153,126	(176,152)	-	(30,954)
Block 4 Roof Replacement 229039	18,726	-	-	-	18,726
MOE SPIDS 11: New Extractor Fan at Woodwork Roo	(9,133)	-	-	-	(9,133)
MOE SPIDS 1: Staffroom and Student Services Alumin	(625)	1,652	(1,027)	-	-
MOE SPIDS 1,4,6: CCTV upgrade	(6,430)	-	-	-	(6,430)
MOE SPIDS Blk 2 Clearlite Replacement and Trafficabl	-	13,221	(13,221)	-	-
MOE SPIDS Shade Structure	-	405,000	(286,957)	-	118,043
MOE - Blk 4 (Tech) Replace & Install Multi VRV Heating	-	-	(14,823)	-	(14,823)
MOE AMS Combined-2: ILE and DQLS Upgrade	-	393,013	(83,024)	-	309,989
Totals	(9,613)	972,417	(578,486)	1,100	385,418

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Receivable from the Ministry of Education

446,758
(61,340)
385,418

Northcote Intermediate School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

17. Funds Held on Behalf of Northcote Kahui Ako Cluster

Northcote Intermediate School is the lead school and holds funds on behalf of Northcote Kahui Ako cluster, a group of schools funded by the Ministry.

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Funds Held at Beginning of the Year	24,844	24,844	13,304
Funds Received from Cluster Members/Other	45	-	8,457
Funds Received from MOE	12,767	13,000	14,503
Total funds received	37,656	37,844	36,264
Funds Spent on Behalf of the Cluster	9,168	17,844	11,420
Funds remaining	28,488	20,000	24,844
Funds Held at Year End	28,488	20,000	24,844

18. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the School. The School enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the School would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and conditions no more or less favourable than those that it is reasonable to expect the School would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

Northcote Intermediate School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

19. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members, Principal, Deputy Principals and Heads of Departments.

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	3,460	3,350
<i>Leadership Team</i>		
Remuneration	603,626	573,567
Full-time equivalent members	4	4
Total key management personnel remuneration	607,086	576,917

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (4 members) and Property (4 members) committees that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

The total value of remuneration paid or payable to the Principal was in the following bands:

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	200-210	190-200
Benefits and Other Emoluments	0-10	0-10
Termination Benefits	-	-

Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

The disclosure for 'Other Employees' does not include remuneration of the Principal.

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 - 110	8.00	7.00
110 - 120	4.00	2.00
120 - 130	3.00	3.00
130 - 140	1.00	-
	16.00	12.00

20. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2025 Actual \$0	2024 Actual \$0
Total	\$0	\$0
Number of People	-	-

Northcote Intermediate School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2025.
(Contingent liabilities and assets at 31 December 2024: nil)

Holidays Act Compliance – Schools Payroll

The Ministry of Education performs payroll processing and payments on behalf of Boards, through payroll service provider, Education Payroll Limited.

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts for specific individuals. As such, this is expected to resolve the liability for School Boards.

22. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$92,208 (2024:\$501,243) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
MOE SPIDS 11: New Extractor Fan at Woodwork Room	14,993
MOE SPIDS 1,4,6: CCTV upgrade	(879)
MOESPIDS Shade Structure	11,903
MOE AMS Combined-2: ILE and DQLS Upgrade	14,057
MOE SPIDS 1: Hall Accessible Toilet Refurbishment	16,855
MOE-1: Composite Acoustic Wall Covering Provn	35,279
Total	92,208

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16.

(b) Operating Commitments

As at 31 December 2025, the Board has entered into the following contracts:

(a) operating lease of a motor vehicle

	2025 Actual \$	2024 Actual \$
No later than One Year	-	1,207
	-	1,207

The total lease payments incurred during the period were \$ NIL (2024: \$14,489).

Northcote Intermediate School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

23. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Financial assets measured at amortised cost			
Cash and Cash Equivalents	377,664	593,438	871,195
Receivables	451,748	313,000	313,475
Investments - Term Deposits	370,015	350,000	351,846
Total financial assets measured at amortised cost	<u>1,199,427</u>	<u>1,256,438</u>	<u>1,536,516</u>
Financial liabilities measured at amortised cost			
Payables	464,371	438,000	463,971
Finance Leases	59,198	24,960	40,414
Total financial liabilities measured at amortised cost	<u>523,569</u>	<u>462,960</u>	<u>504,385</u>

24. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF NORTHCOTE INTERMEDIATE SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Northcote Intermediate School (the School). The Auditor-General has appointed me, Cameron Town, using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements:

- present fairly, in all material respects:
 - the School's financial position as at 31 December 2025; and
 - the financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 23 May 2026. This is the date at which our opinion is expressed.

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the *Responsibilities of the auditor* section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless the Board intends to close or merge the School, or has no realistic alternative but to do so.

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information included in the Board's annual report

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as a Statement of Variance and Financial responsibilities, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its annual financial statements.

The other information obtained at the date of our audit report includes copies of the Statement of Variance and Financial responsibilities, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand)* issued by the New Zealand Auditing and Assurance Standards Board.

Other than in our capacity as auditor, we have no relationship with, or interests in, the School.

A handwritten signature in blue ink that reads 'Cameron Town'.

Cameron Town
Silks Audit Chartered Accountants Limited
On behalf of the Auditor-General
Whanganui, New Zealand

RE: Kiwisport Report for 2025

Services and Equipment Purchased

Our schools records for the 2025 year show that Northcote Intermediate School spent the full amount of funding in the Ministry Operations grant on keeping our students active and engaged through Kiwisport funded services.

This year we used the full amount of funding in the Ministry Operations Grant of \$9563.24.

Our financial records show that the Kiwisport money was allocated to part funding our sports coordinator, which allowed 566 students to access valuable sporting and fitness opportunities.

Yours sincerely,



Phil Muir
Principal

Good Employer Assurance for 2025

As a good employer, Northcote Intermediate operates an employment policy that includes;

- ensuring a proactive approach to employee health, safety and wellbeing,
- impartial, transparent recruitment and on-boarding practices for employment based on skills, qualifications, and abilities, without bias or discrimination,
- showing commitment to equal opportunities in all aspects of employment including recruitment, training, conditions of service and career development,
- recognising the value of diversity in staffing and the employment requirements of diverse individuals/groups.



Phil Muir

Principal

Northcote Intermediate School

Analysis of Variance

2025



2025 Analysis of Variance

Strategic Goal 1

Foster high-performing professional teaching and leadership practice

Initiatives and processes that were created to support this goal:

- School Strategic and Annual plans
- Schoolwide literacy-focused plan
- Maths curriculum teaching practices plan
- Collaborative teaching practices plan
- Staff professional development plan

Next steps/areas for development in 2026:

- Roll out 3rd year of Structured Literacy - Writing PD (iDeal)
- Further develop and use NIS teacher observation model
- Review, refine and support improvement of teaching practice, including collaboration
- Targeted leadership development for staff leaders
- Continuation of mentoring of all middle leaders by Exec Team
- Increase focus on Literacy programmes and pedagogy (Reading, Writing, Oral Language, Spelling, Handwriting), develop NIS Best Practice for Literacy

Strategic Goal 2

Deliver a relevant and engaging schoolwide curriculum

Initiatives and processes that were created to support this goal:

- Continuation of shared schoolwide curriculum planning, overview, review and update
- Maths curriculum best practice teaching
- Investment in EPro8 Challenge kits and introduction of engineering concepts through class, team and inter-school competitions
- Curriculum extension opportunities, including Otago problem solving, maths extension, Auckland Writers Festival, ICAS testing, Team Lit Quiz, tech extensions

Next steps/areas for development in 2026:

- Relevant documents are refined, used and embedded into practice
- Quality staff PD to support initiatives
- Evaluation feedback/staff meetings/survey
- Student voice on teaching and learning
- Community survey on curriculum
- Regular, effective comms from teachers and team leaders to parents/whaanau and students
- Align the NZ Curriculum Refresh with the NIS curriculum
- Implement Pulse surveys

Strategic Goal 3

Provide effective, innovative, inclusive and culturally responsive pedagogy

Initiatives and processes that were created to support this goal:

- New literacy programme, which is inclusive and culturally responsive
- Curriculum refresh and Common Practice Model
- Embed Maths programme, maintaining DMIC strategies
- Use of Star Attendance reports to regularly track attendance and encourage whanau engagement by identifying target students
- Ongoing focus on schoolwide practices to improve Māori and Pasifika achievement

Next steps/areas for development in 2026:

- Identify students at risk of not meeting potential through effective assessment and set manageable goals and culturally responsive strategies to achieve accelerated progress
- Quality staff PD for initiatives
- Implementation of the observation model
- Refine NIS best practice documents
- Establish important cultural celebrations at NIS
- Continuation of DMIC professional development and development of NIS Best Practice for Mathematics
- Implementation of Linewise Pulse programme to support student wellbeing
- Ongoing work with ERO

Strategic Goal 4

Honour our Commitment to Te Tiriti o Waitangi

Initiatives and processes that were created to support this goal:

- Beginning school year with a pōwhiri, led by our Kaumātua, welcoming in our new students, their whānau and staff to our school
- Continue to employ Kelli Kawhia to the best of her capacity to support

Next steps/areas for development in 2026:

- Develop our Matariki events and associated learning
- Māori curriculum team planning and schoolwide programme for Te Ao Māori teaching and learning

- Embedding of te reo and tikanga in schoolwide practices and events, e.g. all classes starting and ending the day with karakia, use of te reo in school assemblies, opening our formal prizegiving with an address in te reo, Korero Mai - a NIS developed resource - used in daily notices every morning.
 - Culturally Responsive rubric developed to support teachers with their understanding, knowledge and goals in teaching Te Ao.
 - Embedding of te reo, tikanga and Māori histories into our school-wide curriculum, e.g. each unit of inquiry having an overarching whakataukī, local Māori history included in units, exploring of Māori concepts within units; manaakitanga, kaitiakitanga, whanaungatanga
 - Incorporating a marae visit, including participation in a powhiri and other cultural activities, in the Year 7 EOTC programme.
 - School kapa haka each week (with extra sessions for leaders) and perform at schoolwide and community events
 - Continue building relationships with local iwi, including Te Kawerau a Maki, Ngati Whatua, and learning how they can support schools to understand and uphold their obligations under Te Tiriti o Waitangi
- Build relationships with other local iwi in our area
 - Provide opportunities for students to make connections with other Māori students to share stories and learn about their cultures, values and beliefs
 - Ongoing professional development of Principal Team through purchasing, reading and discussing culturally responsive books, resources and media, e.g., Belonging, Niho Taniwha, Teaching to the North-East, Te Kura Tapa Whā

2025 Academic Data

Mid-Year Achievement	End of Year Achievement	Analysis	Evaluation
<p>Reading</p> <p>1a.1 74.2% of all students are currently working at or above the appropriate curriculum level in Reading</p> <p>1a.2 73.3% of all Y7 students 75.2% of all Y8 students are currently working at or above the appropriate curriculum level in Reading.</p> <p>1a.3 64.3% of Y7 boys 72.4% of Y8 boys are currently working at or above the appropriate curriculum level in Reading</p> <p>1a.4 82.5% of Y7 girls 77.9% of Y8 girls are currently working at or above the appropriate curriculum level in Reading</p> <p>1a.5 31.3% of Māori Y7 boys 72.2% of Māori Y8 boys are currently working at or above the appropriate curriculum level in</p> <p>1a.6 84% of Māori Y7 girls 84.2% of Māori Y8 girls are currently working at or above the appropriate curriculum level in Reading</p> <p>1a.7 40% of Pasifika Y7 boys 33.3% of Pasifika Y8 boys are currently working at or above the appropriate curriculum level in Reading</p> <p>1a.8 50% of Pasifika Y7 girls 63.7% of Pasifika Y8 girls are currently working at or above the appropriate curriculum level in Reading</p>	<p>Reading</p> <p>1a.1 83.9% of all students are currently working at or above the appropriate curriculum level in Reading for the end of the year</p> <p>1a.2 82.2% of all Y7 students 85.7% of all Y8 students Are currently working at or above the appropriate curriculum level in Reading for the end of the year</p> <p>1a.3 79% of Y7 boys 84.3% of Y8 boys Are currently working at or above the appropriate curriculum level in Reading for the end of the year</p> <p>1a.4 85.4% of Y7 girls 87% of Y8 girls are currently working at or above the appropriate curriculum level in Reading for the end of the year</p> <p>1a.5 63.2% of Māori Y7 boys 77.8% of Māori Y8 boys are currently working at or above the appropriate curriculum level in Reading for the end of the year.</p> <p>1a.6 77.8% of Māori Y7 girls 80% of Māori Y8 girls are currently working at or above the appropriate curriculum level in Reading for the end of the year.</p> <p>1a.7 45.5% of Pasifika Y7 boys 75% of Pasifika Y8 boys are currently working at or above the appropriate curriculum level in Reading for the end of the year.</p> <p>1a.8 62.5% of Pasifika Y7 girls 81.8% of Pasifika Y8 girls are currently working at or above the appropriate curriculum level in Reading for the end of the year.</p>	<p>Reading</p> <p>1a.1 9.7% increase in achievement.</p> <p>1a.2 8.9% increase in Y7 achievement. 10.5 % increase in Y8 achievement.</p> <p>1a.3 14.7% increase in Y7 boys' achievement. 11.9% increase in Y8 boys' achievement.</p> <p>1a.4 2.9% increase in Y7 girls' achievement. 9.1% increase in Y8 girls' achievement.</p> <p>1a.5 31.9% increase in Y7 Māori boys' achievement. 5.6% increase in Y8 Māori boys' achievement.</p> <p>1a.6 -6.2% decrease in Y7 Māori girls' achievement. -4.2% decrease in Y8 Māori girls' achievement.</p> <p>1a.7 5.5% increase in Y7 Pasifika boys' achievement. 41.7% increase in Y8 Pasifika boys' achievement.</p> <p>1a.8 12.5% increase in Y7 Pasifika girls' achievement. 18.1% increase in Y8 Pasifika girls' achievement.</p>	<p><i>NOTE 2024: Reading continued to be our strongest area of achievement as a school. Over the years, we have been collecting longitudinal data, 2019 - 2025, and reading results have consistently sat between 78 and 83% whole school achievement at the end of the year.</i></p> <p><i>At the end of 2025, 83.9% of all learners achieved at or above the appropriate curriculum level in Reading. For Māori learners, 75%, and Pasifika learners 65.8%, achieved at or above the appropriate curriculum level in Reading. Once again, as with last year's Reading data, our girls' achievement was higher than our boys'. These results also show our Year 8 girls were our highest achieving group, with 87% achieving at or above the appropriate curriculum level.</i></p> <p><i>Our biggest areas of improvement were our Year 8 Pasifika boys (41.7%) and our Year 7 Māori boys (31.9%).</i></p> <p><i>A concern to note is the 6.2% decrease in Y7 Māori girls and 4.2% decrease in Y8 Māori girls achievement. It is likely linked to a small group of students and their lack of engagement in the latter stages of the year. The decrease in achievement for the Māori girls could be due to absenteeism. In real numbers, 6 girls were working below or well below. Of the 6 girls, 2 of them had medical reasons for being away. Of the 27 Y7 Māori girls in total, 13 of them were absent for at least 15 days or more in a term. Regarding the Y8 Māori girls achievement, 4 girls were working below or well below. 2 of these girls had a high degree of absences, and were away more than 15 days in one school term.</i></p> <p><i>It was noted in 2024 that for 2025, a targeted Reading intervention for year 8 Pasifika girls would be beneficial to improve their achievement. This is what occurred with a weekly writing project across the year, and the results have increased.</i></p>

Writing

1a.1

58.2% of all students are currently working at or above the appropriate curriculum level in Writing

1a.2

55.3% of all Y7 students
61.2% of all Y8 students
are currently working at or above the % of Y7 boys
appropriate curriculum level in Writing

1a.3

42% of Y7 boys
53.1% of Y8 boys
are currently working at or above the appropriate curriculum level in Writing

1a.4

68.8% of Y7 girls
68.8% of Y8 girls
are currently working at or above the appropriate curriculum level in Writing

1a.5

18.8% of Māori Y7 boys
38.9% of Māori Y8 boys
are currently working at or above the appropriate curriculum level in Writing

1a.6

56% of Māori Y7 girls
68.4% of Māori Y8 girls
are currently working at or above the appropriate curriculum level in Writing

1a.7

50% of Pasifika Y7 boys
33.3% of Pasifika Y8 boys
are currently working at or above the appropriate curriculum level in Writing

1a.8

50% of Pasifika Y7 girls
63.7% of Pasifika Y8 girls
are currently working at or above the appropriate curriculum level in Writing

Writing

1a.1

65.9% of all students are working at or above the appropriate curriculum level in Writing at the end of the year.

1a.2

61.9% of all Y7 students
70.4% of all Y8 students
are working at or above the appropriate curriculum level in Writing at the end of the year.

1a.3

47.5% of Y7 boys
62.1% of Y8 boys
are working at or above the appropriate curriculum level in Writing at the end of the year.

1a.4

76.6% of Y7 girls
77.9% of Y8 girls
are working at or above the appropriate curriculum level in Writing at the end of the year.

1a.5

31.6% of Māori Y7 boys
50% of Māori Y8 boys
are working at or above the appropriate curriculum level in Writing at the end of the year.

1a.6

63% of Māori Y7 girls
65% of Māori Y8 girls
are working at or above the appropriate curriculum level in Writing at the end of the year.

1a.7

45.5% of Pasifika Y7 boys
62.5% of Pasifika Y8 boys
are working at or above the appropriate curriculum level in Writing at the end of the year.

1a.8

62.5% of Pasifika Y7 girls
72.7% of Pasifika Y8 girls
are working at or above the appropriate curriculum level in Writing at the end of the year.

Writing

1a.1

7.7% increase in achievement.

1a.2

6.6% increase in Y7 achievement.
9.2 % increase in Y8 achievement.

1a.3

5.5% increase in Y7 boys' achievement.
9% increase in Y8 boys' achievement.

1a.4

7.8% increase in Y7 girls' achievement.
9.1% increase in Y8 girls' achievement.

1a.5

12.8% increase in Y7 Māori boys' achievement.
11.1% increase in Y8 Māori boys' achievement.

1a.6

7% increase in Y7 Māori girls' achievement.
3.4% decrease in Y8 Māori girls' achievement.

1a.7

4.5% decrease in Y7 Pasifika boys' achievement.
29.2% increase in Y8 Pasifika boys' achievement.

1a.8

12.5% increase in Y7 Pasifika girls' achievement.
9% increase in Y8 Pasifika girls' achievement.

NOTE: For 2025, Writing had our lowest level of achievement across the three core curriculum areas, which also mirrors our 2024, 2023, 2022, 2021 and 2020 data. Writing was also the area that had the least amount of progress school-wide (7.7%). However, it is pleasing to see that most groups across the school did improve in Writing.

There were 2 groups (Y7 Pasifika boys and Y8 Māori girls) that had a decrease in achievement. With a focus on a Structured Literacy programme that emphasises the explicit teaching of systematic word identification and decoding strategies, writing development was less of a focal point. Of the 11 Y7 Pasifika boys, 6 were working below or well below the curriculum level. 7 of these boys were also absent for at least 15 days or more in one school term. In regard to the Y8 Māori girls, 7 were working below or well below the curriculum level. 3 of these girls were absent for at least 15 days in one school term.

At the end of 2025, 65.9% of all learners achieved at or above the appropriate curriculum level in Writing. For Māori learners, 53.6%, and Pasifika learners 60.6%, achieved at or above the appropriate curriculum level in Writing. The biggest increase (29.2%) was with the Y8 Pasifika boys' cohort. Many of our Pasifika boys participated in a writing project over 2 terms, which contributed to the improved attendance and achievement results.

Once again, our girls' achievement was higher than our boys', for both Year 7 and 8, with our Year 8 girls our highest group of achievers at 77.9% achieving at or above the appropriate curriculum level.

Our biggest areas of improvement were our Year 8 Pasifika Boys (29.2%) and Year 7 Māori boys (12.8%).

As our Writing achievement has been our lowest core curriculum subject for the last three years, it is important that we continue to review our literacy programme, particularly our Writing practice and pedagogy, to ensure we can best meet our learners' needs and raise achievement levels across the school. Structured Literacy in Writing will be a focus, with a Teacher Only Day dedicated to our teacher Professional Development in this area. We will also implement PAT Writing as an assessment tool.

Again, we need to be mindful of the disparity of achievement between our whole school achievement in Writing and our Pasifika learners.

Mathematics**1b.1**

66.9% of all students are currently working at or above the appropriate curriculum level in Mathematics

1b.2

67.2% of all Y7 students
66.6% of all Y8 students
are currently working at or above the appropriate curriculum level in Mathematics

1b.3

70.7% of Y7 boys
71.8% of Y8 boys
are currently working at or above the appropriate curriculum level in Mathematics

1b.4

63.6% of Y7 girls
61.7% of Y8 girls
are currently working at or above the appropriate curriculum level in Mathematics

1b.5

56.3% of Māori Y7 boys
38.9% of Māori Y8 boys
are currently working at or above the appropriate curriculum level in Mathematics

1b.6

52% of Māori Y7 girls
31.6% of Māori Y8 girls
are currently working at or above the appropriate curriculum level in Mathematics

1b.7

40% of Pasifika Y7 boys
44.4% of Pasifika Y8 boys
are currently working at or above the appropriate curriculum level in Mathematics

1b.8

25% of Pasifika Y7 girls
45.5% of Pasifika Y8 girls
are currently working at or above the appropriate curriculum level in Mathematics

Mathematics**1b.1**

75.1% of all students are working at or above the appropriate curriculum level in Mathematics at the end of the year.

1b.2

72.5% of all Y7 students
77.9% of all Y8 students
are working at or above the appropriate curriculum level in Mathematics at the end of the year.

1b.3

74.7% of Y7 boys
82.1% of Y8 boys
are working at or above the appropriate curriculum level in Mathematics at the end of the year.

1b.4

70.2% of Y7 girls
74.1% of Y8 girls
are working at or above the appropriate curriculum level in Mathematics at the end of the year.

1b.5

63.2% of Māori Y7 boys
55.6% of Māori Y8 boys
are working at or above the appropriate curriculum level in Mathematics at the end of the year.

1b.6

59.2% of Māori Y7 girls
50% of Māori Y8 girls
are working at or above the appropriate curriculum level in Mathematics at the end of the year.

1b.7

54.6% of Pasifika Y7 boys
87.5% of Pasifika Y8 boys
are working at or above the appropriate curriculum level in Mathematics at the end of the year.

1b.8

50% of Pasifika Y7 girls
63.6% of Pasifika Y8 girls
are working at or above the appropriate curriculum level in Mathematics at the end of the year.

Mathematics**1b.1**

8.2% increase in achievement.

1b.2

5.3% increase in Y7 achievement.
11.3% increase in Y8 achievement.

1b.3

4% increase in Y7 boys' achievement.
10.3% increase in Y8 boys' achievement.

1b.4

6.6% increase in Y7 girls' achievement.
12.4% increase in Y8 girls' achievement.

1b.5

6.9% increase in Y7 Māori boys' achievement.
16.7% increase in Y8 Māori boys' achievement.

1b.6

7.2% increase in Y7 Māori girls' achievement.
18.4% increase in Y8 Māori girls' achievement.

1b.7

14.6% increase in Y7 Pasifika boys' achievement.
43.1% increase in Y8 Pasifika boys' achievement.

1b.8

25% increase in Y7 Pasifika girls' achievement.
18.1% decrease in Y8 Pasifika girls' achievement.

NOTE: At the end of 2025, 75.1% of all learners achieved at or above the appropriate curriculum level in Mathematics. For Māori learners, 57.1%, and Pasifika learners, 63.2%, achieved at or above the appropriate curriculum level in Mathematics. Overall, our Maths results are extremely positive, and a lot of work across the school, from leadership to classroom pedagogy has taken place to make this happen.

Our highest levels of achievement in Mathematics were our Year 8 Pasifika boys (87.5%) and our Year 8 boys (82.1%) achieving at or above the appropriate curriculum level in Mathematics.

Our biggest areas of improvement were our Year 8 Pasifika boys (43.1% improvement) and Year 7 Pasifika girls (25% improvement).

Again, an area of concern is the disparity of achievement between whole school achievement in Mathematics compared to our Māori and Pasifika learners. Particularly our Year 8 Māori and Year 7 Pasifika girls.

The lack of progress could be due to a number of factors, including teachers' misjudging students' ability at the start of the year, ineffective teacher pedagogy, absenteeism, students' emotional or mental well-being, or other personal reasons. However, it is important to note that these groups also increased in achievement by the end of the year: Year 8 Māori girls (18.4%) and Year 7 Pasifika girls (25%).

As we work through 2026, further enhancing our Mathematics curriculum and upskilling new staff will continue to be an area of strong focus.

Northcote Intermediate School – Report on how we have given effect to Te Tiriti o Waitangi, 2025

We have a Charter Goal: Honour our Commitment to Te Tiriti o Waitangi (refer 2022 – 2025 Strategic Plan)

This states that we will strive to ensure Te Ao Māori will flourish, and Māori students will succeed.

This was actioned through:

Establishing new links and developing existing relationships with whānau, iwi and organisations to support success for Māori

By ensuring we have a schoolwide curriculum that provides quality learning opportunities to reflect the world of Te Ao Māori, by ensuring Māori students achieve success in their learning

Success looked like: Te Ao Māori and Māori students are proud, thriving and achieving in the school environment and becoming the best they can be.

Executive summary of actions in 2025:

- Recent bespoke carved waharoa (installed and unveiled at front of school 2023), tied into our school curriculum through inquiry learning focusing on local Māori legends, leaders, landmarks
- All students having Te Reo and Tikanga classes facilitated by a dedicated and passionate teacher
- New Akoranga Block opened featuring visible cultural features including facades, bilingual signage, cultural patterns
- Very strong and proud kapa haka rōpū (approximately 120 students) performing at a number of in school and external events
- Matariki celebration at school, involvement in other local schools Matariki celebrations
- Full school assemblies with bilingual presentations and singing in Te Reo Māori
- Staff involved in professional development for Te Reo and Cultural responsiveness
- Culturally responsive practise interwoven into teaching and curriculum including DMIC Developing Mathematical Inquiry instruction through Massey University
- Greater visibility of culture across the school
- Our Kāhui Ako conference included keynote speakers on Te Kura Tapa Whaa, The Hikairo Schema, and Niho Taniwha – Improving Teaching and Learning for Akōnga Māori
- Strong school connections with main local iwi groups
- We were confirmed as a MAC School in 2024 and have participated in their programme throughout 2025 (Māori Achievement Collaborative)
- We had all Year 7 classes visit Te Awataha Marae for cultural programmes
- Strong connection with Te Ara Awataha project and local iwi, including Matariki projects and events
- Sporting tournaments playing Tapuwae, using Te Reo
- Starting school with full school pōwhiri, involving our local kaumatua
- Regular visits and connections with our local kaumatua, Mr John Marsden
- School karakia used widely in classes, at meetings (all school Board, Kāhui ako, Executive and Senior leadership meetings start and close with our school's karakia)
- Review of initiatives and success outcomes, including at Board level, in Analysis of Variance and in ongoing reviews
- Education Review Office focus: How well does Northcote Intermediate School use culturally responsive approaches to improve outcomes for learners, in particular Māori boys and Pasifika boys? We received a very positive ERO review on our work on this goal.